



Preparing the next generation of eTrainers

Building bridges:

Main competencies on eTrainers

Paco Cerezo

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THE PARTNERS

The **eNstructor** project is implemented by 9 partner organisations from 7 European Union countries.

The partnership consists of public and private sector training institutions, technology developers and education policy makers.

University of Piraeus

Coordinator (Athens, Greece) / www.unipi.gr

OEEK

Athens, Greece / www.oEEK.gr

allWeb Solutions

Athens, Greece / www.allweb.gr

LINK

Rostock, Germany / www.mvlink.de

A3 Networking

Barcelona, Spain / www.a3net.net/enstructor

Matrix Software

Nijmegen / Delft, The Netherlands / www.matrix-software.com

Tulosilta

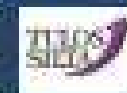
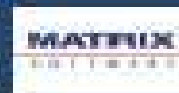
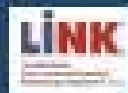
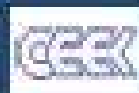
Tampere, Finland / www.tulosilta.fi

Provincia di Alessandria

Alessandria, Italy / www.provincia.alessandria.it

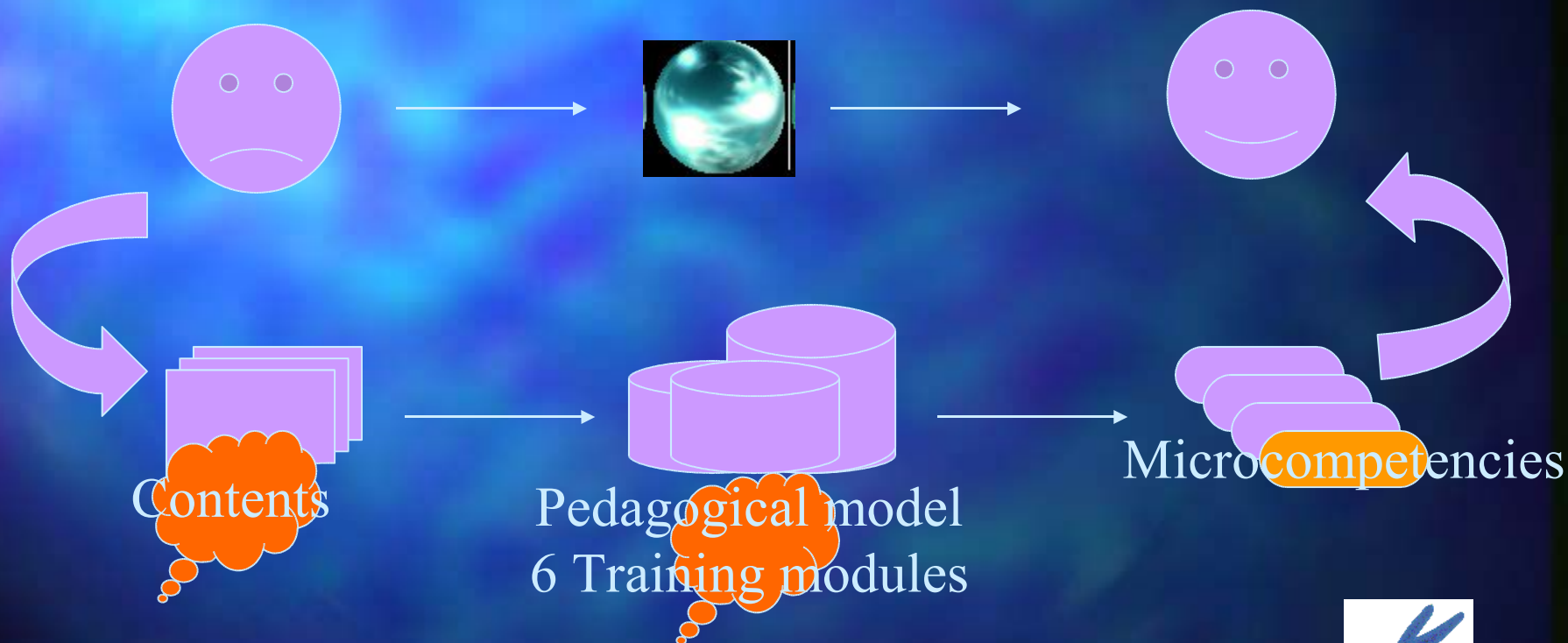
IMCS

Ardlow, Co. Wicklow, Ireland / www.imcs.ie



Main product and process

Next steps



Methodology





The main questions for the survey

7. Competencies and new roles on eLearning
 - Which are the main competencies for a complete eLearning system?
 - Which competencies on each role?





Group analysed

<i>CoP</i>	
gest-con list	350
edudist	290
edutec	250
edudistan	300
e-learn rediris	350
edudistan	300
elearningICTnet	1.939
teletrabajo	100
vrvs	800
Total	4.679

4.000 messages analysed on 2.003





Results

End-users are interested on:



End-users are interested on (1):

- ❑ How structuring a course?, without depending on the technical personnel
- ❑ Software to structure or to design courses
- ❑ Software to administer pupils
- ❑ Motivation and pupils persecution
- ❑ Interpersonal Communication and tutorship
- ❑ Tutorial actions.





End-users are interested on (2):

- ❑ Evaluation of Learning
- ❑ Evaluation of platforms. Criteria: compatibility, friendship
- ❑ Concepts of LMS
- ❑ Concepts on standards (SCORM, others)
- ❑ Roles and profiles of eTrainers





End-users are interested on (3):

- Pedagogic Models
- Certification of e-learning
- Calculating costs and prices
- Hosting-housing
- M-learning
- New technologies: videoconference, Virtual communities.





eLearning flow

Setting



Production
of
contents



Delivering



Learning
process

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exercises
evaluation
guidance



Evaluation
Improvement





Results (4)

- Roles in the chain
 - Author of contents
 - Graphic designer
 - Pedagogical supporters
 - Scriptwriter
 - Visual developers
 - Integrator of e-materials
 - eTutors (several types)
 - Webmaster
 - Administrator





Solution: 6 Modules developed

- Introduction to eLearning
- The eLearning process
- Didactic of New Media
- The role and tasks of eLearning Manager
- Scriptwriting
- Instructional Design

Total: 100 h. of learning



Conclusions



Conclusions

1. In Spain, 4.000 eTrainers demonstrated their approach to eLearning by participating on several CoP.
2. They are interested on more than 18 subjects.
3. Standards & LD are interested subjects, but not the most.
4. 9 roles are acting on the chain of production and delivering eLearning.
5. There is a wide distance between eTrainers and technicians.
6. A bridge should be build to approach both groups.
7. The project www.a3net.net/enstructor runs first step, but it is not enough.
8. Mixed communities of practices should be build

Use free, just quote



Questions to PhD researchers on IMS-LD:

To build bridges ...

- Who is the target?
- What should be learn by the end-users?
- What could be learn in 10 h?

Paco Cerezo

